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ABSTRACT

A one-year followup study of the graduates of the Jackson County Adult Evening High School Completion Program was conducted. Thirty-seven mail questionnaires were sent, and followup requests were mailed to non-respondents. A total of 34 (91.89%) graduates responded. Among the conclusions reached are the following: (1) ages ranged from 18 to 51, with an average of 29; (2) the vast majority remain in the same geographical area, at least for one year after graduation; (3) nearly half experienced a job change or promotion; 62% of those reported that it was directly or indirectly related to the adult program; (4) more than half reported benefits other than financial ones: (5) nearly all would recommend the program to other non-graduates; (6) all but four felt the amount of work required for graduation was about the right amount; (7) all rated the quality of instruction as good or better; and (8) nearly half indicated that all required and elective subjects were helpful. Recommendations on the basis of this and earlier one- and four-year followup studies are made. The questionnaire and cover letters are appended. (KM)

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A ONE-YEAR FOLLOW-UP STUDY OF THE THIRTY-SEVEN GRADUATES CLASS OF 1972 OF THE JACKSON COUNTY ADULT EVENING HIGH SCHOOL COMPLETION PROGRAM

BY
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COMPLETED JUNE, 1973

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PREFACE

The Jackson County Adult Evening High School Completion Program has completed its seventh year of operation.

Adult students, upon compietion of the requirements for graduation, are awarded regular high school diplomas by their resident school district if they live in Jackson County, or by the school attended in Jackson County if they are not residents of a school district in Jackson County.

A total of four hundred eighteen adults have completed their high school education by way of this program.

Each graduating class has been or will be the subject of a one and four-year follow-up study, that is, one and four years after graduation.

This study will concern itself with the Class of 1972, which had thirty-eight graduates.

ACKNOWLEDGEMENTS

We wish to acknowledge the members of the Class of 1972 who responded to the questionnaire used in this follow-up study.

We acknowledge also the members of this and earlier classes who by attending and graduating from high school via this program have set fine examples for others to follow.

To be commended also are the teachers and staff members for their contributions to the program at the sacrifice of time away from their families, as well as extra responsibilities in addition to their regular teaching duties.

Recognition is also given to the taxpayers of Jackson County, local school districts of Jackson County and the Jackson County Board of Education. This program would not be possible without the cooperation of these interested people.

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CHAPTER I

BACKGROUND INFORMATION

The Problem:

Whenever public funds are invested in educational programs, a need exists to justify such expenditures to the agencies financing these programs as well as to the general public.

This adult program has made continuous use of pre-post test results, teacher and student evaluations, as well as one and four-year follow-up studies of our graduates in attempts to evaluate this adult program.

As far as our follow-up studies are concerned, our problem is to measure to some degree the benefits, if any, that have been experienced by our graduates. These benefits may be educational, social and/or financial.

The Purpose:

Our purpose is to measure these benefits, as evaluated or stated by the graduates at two intervals in time - one and four years after graduation.

These follow-up studies supplement the other above mentioned evaluating devices, and are perhaps the more meaningful and most valuable evaluations made of this program.

This particular one-year follow-up study will concern the graduates of the Class of 1972.

Related Studies:

The only related studies, to the knowledge of this writer, are those which have been made of this program.

The following studies have been made of th's program:

1. One-Year Follow-Up Study - Class of 1967 - results published in Vocational Education Amendments of 1968, Part 2 - which were the results of hearings before the General Subcommittee on Education in the 90th Congress.
2. One-Year Follow-Up Study - Class of 1968 - results published in the October, 1969 issue of Research in Education, Volume 4, Number 9.
3. One-Year Follow-Up Study - Class of 1969 - results published in the October, 1970 issue of Research in Education, Volume 5, Number 10.
4. One-Year Follow-Up Study - Class of 1970 - results published in the August, 1971 issue of Research in Education, Volume 6, Number 8.
5. One-Year Follow-Up Study - Class of 1971 - results published in the September, 1972 issue of Research in Education, Volume 7, Number 9.
6. Four-Year Follow-Up Study - Class of 1967 - results published in the June, 1971 issue of Research in Education, Volume 6, Number 6.
7. Four-Year Follow-Up Study - Class of 1968 - results published in the July, 1972 issue of Research in Education, Volume 7, Number 7.
8. Four-Year Follow-Up Study - Class of 1969 - submitted to ERIC but not yet published.
9. A Comparative Analysis of Four-Year Follow-Up Studies of the Classes of 1967-1968-1969 - submitted to ERIC but not yet published.

This current follow-up study is of the Class of 1972. It is hoped that the results of this study will be similarly submitted to and published by ERIC.

Assumptions:

The following assumptions are made:

1. The questions in the questionnaire will be correctly understood and honestly answered by the responding graduates.
2. The questions are pertinent and will measure to some degree the benefits experienced by these adult graduates as a result of attending and graduating from the adult evening high school program.

Questionnaire:

The questionnaire used in this one-year follow-up study is identical to the one used in the earlier studies.

A copy of the questionnaire is found in the List of Exhibits, Exhibit D.

Hypothesis:

If this adult program is accomplishing what it is supposed to accomplish, the lives of our graduates should have improved or be improving, since enrollment and graduation from this program.

The benefits experienced by our graduates should be recognizable and measurable to some degree by the graduates themselves. These benefits should be found in the areas of educational, social or financial gains. They may be job promotions or job changes, continued education, more pride, greater self-esteem, more confidence, better mental health, improved attitudes toward life, etc.

The benefits, as measured by these graduates Class of 1972, will be those occuring between enrollment and one year after graduation - relatively short term benefits. Later studies might well reveal benefits not appearing in a one-year study. Some, for example, may not enter the labor market or continue their education until their children are older. Other opportunities may not present themselves until a later date.

Results of this Study:

It is hoped that the results of this study will justify the continuation of this program, establishment of similar programs, encourage more adults to participate in these programs, and convince governmental and/or private agencies to financially support programs of this kind.

Indirectly, we hope that results of these studies would encourage local school districts to establish programs of their own, or participate in similar programs. In addition we would hope that they might reflect upon their own dropout problems and attempt to prevent dropouts by appropriate revision of unwise policies, curriculum requirements, etc.

Definition of Terms:

For the purpose of this study, the following terms are defined:

Housewife: A married woman not working for wages.

Part-time Worker: One who regularly works part-time for wages.

Full-time Worker: One who regularly works full-time for wages, salary, or profit.

Unemployed: One who is temporarily out of work.

Disabled: One who cannot work because of physical or mental handicaps.

Required Subjects: Subjects in which one unit of credit is required of all students in this adult program. These subjects are: English 10 and 11, Math, Science, American History and Government.

Elective Subjects: Any subject other than the required subjects.

Tuition Student: Any adult student who pays a tuition fee of any amount.

Non-Tuition Student: Any adult student who does not pay a tuition fee because of economic need or a physical handicap.

Many of these terms are also defined on the questionnaire where it was felt a misunderstanding might occur.

Method of Attack:

On March 13, 1973 thirty-seven letters, questionnaires, and self-addressed, stamped, return envelopes were mailed to the graduates of the Class of 1972. Two weeks were allowed to pass before a second letter, questionnaire, and return envelope were mailed to the non-respondents to the first request. Another two-week period was allowed to pass before the third letter, questionnaire, and return envelope were sent to the remaining non-respondents. Two more weeks passed before tabulation of the returns began.

Twenty-three of the thirty-seven graduates responded to the first request. Nine responded to the second request. Two responded to the third request.

A total of thirty-four graduates responded to the questionnaire out of a class of thirty-seven for a return of 91.89%.

While membership in the class of 1972 was thirty eight, one address was unknown and was not sent a questionnaire.

CHAPTER II

FINDINGS

General Information:

This portion of the questionnaire collected data about age, sex, addresses, head of household, marital status, and number of children in the family.

Information concerning the three non-respondents and the one member not surveyed will be included in this general information section where the information is available from our files.

Average Age:

Table I presents the present average ages of the class of 1972 by occupation and sex, including the three non-respondents and one member not surveyed.

TABLE I

PRESENT AVERAGE AGES

ADULT CLASS OF 1972

BY PRESENT OR LAST KNOWN OCCUPATION

OCCUPATION	MEMBERSHIP	MDN	MEAN	RANGE
Housewives	18 (1NR)	25.	27.8	18-51
Part-time Workers				
Men	-	-	-	-
Women	3	31	35.0	25-49
Full-time Workers				
Men	10	25.	28.6	19-48
Women	4	29.5	31.5	18-49

Table I continued:

OCCUPATION	MEMBERSHIP	MDN	MEAN	RANGE
Unemployed				
Men	2 (1 NR)	20.0	20.0	-
Women	-	-	-	-
Disabled				
Men	1 (1 NR)	47	47	-
Women	-	-	-	-

TOTAL CLASS OF 72 38 Class Avg. Age 29.0

The present average ages of the graduates of the Class of 1972 would indicate that they have many years ahead of them in which to benefit financially and educationally. The average age of the total class membership is 29.05 years.

Ages and Sex:

Table II lists the detail of ages and sex by occupational classification.

TABLE II

PRESENT AGES AND SEX (DETAIL)

BY PRESENT OR LAST KNOWN OCCUPATION

ADULT CLASS OF 1972

OCCUPATION	AGE	MALE	FEMALE
Housewives	18		1
	19		2
	20		4
	22		1
	24		1
	26		2 (1NR)
	29		2
	36		1
	39		2
	43		1
	51		1
	Total Housewives		18

Table II continued:

OCCUPATION	AGE	MALE	FEMALE
Part-time Workers			
Men	-	-	
Women	25		1
	31		1
	49		1
Total Part-time Women			3
Full-time Workers			
Men	19	1	
	20	1	
	23	2	
	24	1	
	26	1	
	28	1	
	35	1	
	40	1	
	48	1	
Total Full-time Men		10	
Women	18		1
	29		1
	30		1
	49		1
Total Full-time Women			4
Unemployed			
Men	20	2 (INR* **unemployed at enrollment)	
		INSQ- unemployed at enrollment)	
Women	-	-	-
Total Unemployed Men		2	
Disabled			
Men	47	1	
Women	-	-	-
Total Disabled Men		1	

Total Men 13 Total Women 25

TOTAL CLASS OF 1972 38

*NR in parenthesis means non-respondent counted in preceding figure.
**NSQ in parenthesis means not sent questionnaire. One class member, address unknown, was not mailed a questionnaire.

Present or Last Known Address:

Table III lists the present addresses of the respondents or the last known addresses of the three non-respondents and the one member not surveyed.

TABLE III

PRESENT OR LAST KNOWN ADDRESS

BY PRESENT OR LAST KNOWN OCCUPATION

ADULT CLASS OF 1972

OCCUPATION	ADDRESS	NUMBER AT THIS ADDRESS
Housewives	Ames, Iowa	1
	Baldwin, Iowa	1
	Bellevue, Iowa	3
	Delmar, Iowa	1
	DeWitt, Iowa	1
	Maquoketa, Iowa	8 (INR)
	Preston, Iowa	2
	Wyoming, Iowa	1
	Total Housewives	18
Part-time Workers		
Men	-	-
Women	Oxford Junction, Iowa	1
	Springbrook, Iowa	1
	Toronto, Iowa	1
	Total Part-time Women	3
Full-time Workers		
Men	Bellevue, Iowa	3
	Delmar, Iowa	1
	DeWitt, Iowa	1
	Maquoketa, Iowa	4
	Virginia Beach, Va.	1
	Total Full-time Men	10
Women	Bellevue, Iowa	1
	Maquoketa, Iowa	2
	Miles, Iowa	1
	Total Full-time Women	4

Table III continued:

OCCUPATION	ADDRESS	NUMBER AT THIS ADDRESS
Unemployed		
Men	Bellevue, Iowa	1 (NR-unemployed at enrollment)
	Wheatland, Iowa	1 (NSQ-unemployed at enrollment)
	Total Unemployed Men	2
Women	-	-
Disabled		
Men	Bellevue, Iowa	1 (NR-disabled at enrollment)
	Total Disabled Men	1
Women	-	-
	TOTAL CLASS OF 1972	38

Table III reveals very little movement of these graduates. The one in Virginia is serving a tour of duty in the Navy.

For the most part, these graduates tend to remain in this general area and will probably remain long enough to repay the cost of their education in this program many times over.

Head of Household:

Table IV reveals that fifteen members of the Class of 1972 are the head of a household, which includes two housewives and thirteen men.

The remaining class members, all women, are not head of the household. This number includes sixteen housewives, three part-time women workers, and four full-time women workers for a total of twenty-three who are not head of the household.

TABLE IV

PRESENTLY OR LAST KNOWN TO BE

HEADS OF HOUSEHOLD

ADULT CLASS OF 1972

OCCUPATION	HEAD OF HOUSEHOLD	NOT HEAD OF HOUSEHOLD
Housewives	2	16 (1NR)
Part-time Workers		
Men	-	-
Women	-	3
Full-time Workers		
Men	10	-
Women	-	4
Unemployed		
Men	2 (1NR, 1NSQ)	
Women	-	-
Disabled		
Men	1 (1NR)	-
Women	-	-
Totals	15	23

TOTAL CLASS OF 1972 - 38

Marital Status:

Of the thirty-eight members of the Class of 1972, two are single, one widowed, and the remaining thirty-five are married.

Table V distributes this information.

TABLE V

PRESENT OR LAST KNOWN MARITAL STATUS

ADULT CLASS OF 1972

STATUS	NUMBER
Single	
Men	1
Women	1
Married	
Men	12 (2NR, 1 NSQ)
Women	23 (1NR)
Widowed	
Men	-
Women	1
Divorced	
Men	-
Women	-
Separated	
Men	-
Women	-
TOTAL CLASS OF 1972	38

Children in Family:

Table VI will show that twenty-seven members of the Class of 1972 report having one or more children under the age of nineteen, while only four report having children age nineteen or older.

While it indicates that most members of this class had family responsibilities while attending adult night classes, the number of children in each family is not nearly as large as the families of many earlier graduating classes.

TABLE VI

PRESENT OR LAST KNOWN NUMBER OF CHILDREN IN FAMILY

ADULT CLASS OF 1972

Children 18 Years of Age or Below:

OCCUPATION	NUMBER OF CHILDREN	NUMBER REPORTING
Housewives	No Response	2
	0	1
	1	7
	1½	1
	2	1
	3	3 (INR)
	4	2
	5	1
Part-time Workers		
Men	-	-
Women	2	1
	3	1
	5	1
Full-time Workers		
Men	No Response	3
	0	1
	1	3
	2	1
	4	1
	5	1
Women	No Response	1
	1	1
	2	1
	4	1
Unemployed		
Men	0	2 (INR, INSQ)
Women	-	-
Disabled		
Men	0	1 (INR)
Women	-	-
	TOTAL CLASS OF 1972	38

Occupation When First Enrolled:

At the time of enrollment in this adult program six women were in the labor market (three part-time and three full-time), and ten men were in the labor market full-time. Two men were unemployed and one man was disabled. Nineteen were housewives at the time of enrollment.

Table VII presents this information.

TABLE VII

OCCUPATION WHEN FIRST ENROLLED

ADULT CLASS OF 1972

OCCUPATION	NUMBER
Housewives	19 (INR)
Part-time Workers	
Men	-
Women	3
Full-time Workers	
Men	10
Women	3
Unemployed	
Men	2 (INSQ, INR)
Women	-
Disabled	
Men	1 (INR)
Women	-
TOTAL CLASS OF 1972	38

Employer and Type of Work When First Enrolled:

Table VIII reveals the employer, if employed, and the type of work engaged in by the members of the Class of 1972 at the time of enrollment in the adult program.

The letters PT and FT stand for part or full-time employment and F or M represent female or male.

TABLE VIII

EMPLOYER AND TYPE OF WORK

WHEN FIRST ENROLLED

ADULT CLASS OF 1972

	EMPLOYER	PART OR FULL TIME	SEX	TYPE OF WORK
1.	Not Employed	-	F	Housewife
2.	Not employed	-	F	Housewife
3.	Sabula Speaker	P.T.	F	Pack coils
4.	Not employed	-	F	Housewife
5.	Not employed	-	F	Housewife
6.	Savanna Army Depot	FT	F	Warehouseman
7.	Not employed	-	F	Housewife
8.	Not employed	-	F	Housewife
9.	Not employed	-	F	Housewife
10.	Not employed	-	F	Housewife
11.	Not employed	-	F	Housewife
12.	Not employed	-	F	Housewife
13.	Caterpillar Tractor Co.	FT	M	Clerk
14.	Not employed	-	F	Housewife
15.	French and Hecht	FT	M	Press operator
16.	Goetz, Inc.	FT	M	Mechanical
17.	Not employed	-	F	Housewife
18.	Not employed	-	F	Housewife
19.	Not employed	-	F	Housewife
20.	Florian Scheckel	FT	M	Farming

Table VIII continued:

EMPLOYER	PART OR FULL TIME	SEX	TYPE OF WORK
21. Not employed	-	F	Housewife
22. W. G. Block	FT	M	Truck Driver
23. Crestridge Nursing Home	PT	F	Nurses aide
24. Self-employed	FT	M	Farming
25. Jones Mobile Homes	FT	M	Serviceman
26. Not employed	=	F	Housewife
27. Postal Data Service	PT	F	Post office
28. Not employed	-	F	Housewife
29. Self-employed	FT	M	Farming
30. Valves	FT	F	Piecework
31. Not employed	-	F	Housewife
32. Randall's Foodorama	FT	M	Asst. Mgr.
33. Martin Agricultural Service	FT	F	Office work, bookkeeping
34. Jack & Jill	FT	M	Meat cutter
*Non-Respondents			
35. Not employed	-	M	Disabled farmer
36. Not employed	-	M	Unemployed
37. Not employed	-	F	Housewife
38. Not emplyed (NSQ)	0	M	Unemployed

Present Occupation:

The present occupation of the respondents are found in Table IX. Non-respondents are also tabulated in this table by their classification at enrollment. It is not known whether these non-respondents classifications are the same as at enrollment or not.

TABLE IX

PRESENT OCCUPATIONS - RESPONDENTS

ADULT CLASS OF 1972

OCCUPATION	NUMBER
Housewives	17
Non-Respondents	1
Part-time Workers	
Men	-
Women	3
Full-time Workers	
Men	10
Women	4
Unemployed	
Men	-
Non-Respondents	2 (INSQ)
Women	-
Disabled	
Men	-
Non-Respondents	1
Women	-
TOTAL CLASS OF 1972	38

Present Employer and Type of Work (One year after graduation):

Table X portrays the present employer and type of work one year after graduation. It also indicates part or full-time employment.

An asterisk preceding the type of work indicates an employer or job change between enrollment and one year after graduation.

A minus sign preceding the asterisk denotes a negative change, for example a worker returning to the role of housewife, full-time worker switching to part-time employment or a worker becoming disabled or unemployed.

Of the thirty-four respondents to the questionnaire, a total of seventeen are presently in the labor market. Fourteen of these are full-time and three part-time workers.

The changes observable in Table X are summerized below:

2 Housewives went to work full-time

2 Housewives went to work part-time

4 Full-time men workers changed employers

1 Full-time woman worker returned to the role of housewife

2 Part-time women workers returned to the role of housewives

These add up to eight positive changes and three negative changes.

Four housewives who had not been in the labor market at enrollment, were in the labor market one year after graduation. Two individuals who were part-time workers at enrollment were not in the labor market at one year after graduation. One full-time worker at enrollment was not in the labor market one year after graduation.

TABLE X

PRESENT EMPLOYER AND TYPE OF WORK

ONE YEAR AFTER GRADUATION

ADULT CLASS OF 1972

EMPLOYER	PART OR FULL TIME	SEX	TYPE OF WORK
1. Sandy's	FT	F	* waitress
2. Not employed	-	F	Housewife
3. Not employed	-	F	-* Housewife
4. Not employed	-	F	Housewife
5. Jackson Co. Public Hosp.	PT	F	* Nurses aide
6. Savanna Army Depot	FT	F	Warehouseman
7. Lord Baltimore Press	FT	F	* Inspector
8. Not Employed	-	F	Housewife
9. Covey's Cafe	PT	F	* Waitress

Table X continued:

EMPLOYER	PART OR FULL TIME	SEX	TYPE OF WORK
10. Not Employed	-	F	Housewife
11. Not Employed	-	F	Housewife
12. Not Employed	-	F	Housewife
13. Caterpillar Co.	FT	M	Clerk
14. Not Employed	-	F	Housewife
15. French & Hecht	FT	M	Setup man, head man & press operator
16. Huss Implement	FT	M	* Mechanic
17. Not Employed	-	F	Housewife
18. Not Employed	-	F	Housewife
19. Not Employed	-	F	Housewife
20. John Deere	FT	M	* Crib attendant
21. Not Employed	-	F	Housewife
22. Bullock's	FT	M	*Truck driver
23. Not Employed	-	F	-* Housewife
24. Self-employed	FT	M	Farming
25. Jones Mobil Homes	FT	M	Repair mobil homes & other buildings
26. Not Employed	-	F	Housewife
27. Postal Data Service	PT	F	Post Office
28. Not Employed	-	F	Housewife
29. Self-employed	FT	M	Farmer
30. Valves	FT	F	Piecework
31. Not Employed	-	F	Housewife

Table X continued:

EMPLOYER	PART OR FULL TIME	SEX	TYPE OF WORK
32. U. S. Navy	FT	M	*in school to be computer tech.
33. Not Employed	-	F	-* Housewife
34. Jack & Jill	FT	M	Meat cutter
Non-Respondents or NSQ			
35. Unknown	-	M	
36. Unknown	-	M	
37. Unknown	-	F	
38. Unknown (NSQ)	-	M	

Reported Job Changes or Promotions:

While Table X enables us to determine the observed job changes, Table XI enables us to count the reported job changes or promotions as the respondents answered the question, "Have you had a change in jobs or promotion on the job since enrolling or graduating from the Adult Evening High School Program?"

The number of yes responses to this question agrees with the number of positive (eight) observed job changes.

TABLE XI

REPORTED JOB CHANGES OR PROMOTIONS

ADULT CLASS OF 1972

OCCUPATION	YES	NO	NO RESPONSE
Housewives	1	8	8
Part-time Workers			
Men	-	-	-
Women	1	2	-

Table XI continued:

OCCUPATION	YES	NO	NO RESPONSE
Full-time Workers			
Men	5	5	-
Women	1	3	-
Unemployed			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
Totals	8	18	8

TOTAL RESPONDENTS - CLASS OF 1972 34

Changes or Promotions Related to the Program:

Table XII records the responses to the question, "If yes, has this change or promotion been a direct or indirect result of your attending and graduating from the Adult Evening School Program?"

It would appear that five of the eight positive changes are directly or indirectly related to the Adult program. This would represent 62½% of the changes being related to the program.

TABLE XII

RESPONDENTS EXPERIENCING JOB CHANGES OR PROMOTIONS

AND ITS RELATIONSHIP TO THE ADULT PROGRAM

ADULT CLASS OF 1972

OCCUPATION	DIRECT RESULT	INDIRECT RESULT	NOT RELATED
Housewife	-	-	1
Part-time Workers			
Men	-	-	-
Women	1	-	-
Full-time Workers			
Men	1	2	4
Women	-	1	1
Unemployed			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
Totals	2	3	6

Total number observed changes 11 (8 positive - 3 negative)

Total number reported positive changes 8

Income Increase:

Table XIII indicates the same number (5) of individuals reporting a direct or indirect relationship of the Adult program to their job changes, also report an increase in income.

TABLE XIII

INCREASE IN INCOME

RESPONDENTS - ADULT CLASS OF 1972

OCCUPATION	YES	NO	NO RESPONSE
Housewives	-	1	16
Part-time Workers			
Men	-	-	-
Women	1	-	2
Full-time Workers			
Men	3	4	3
Women	1	-	3
Unemployed			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
Totals	5	5	24

TOTAL RESPONDENTS - CLASS OF 1972 34

Other Benefits:

Asked if they had received any benefits other than job changes or promotions, eighteen responded "yes", five "no", and eleven did not answer this question.

Table XIV tabulates the above information while Table XV records the "other" benefits by occupational classification.

TABLE XIV

RESPONDENTS - OTHER BENEFITS

ADULT CLASS OF 1972

OCCUPATION	YES	NO	NO RESPONSE
Housewives	6	2	9
Part-time Workers			
Men	-	-	-
Women	3	-	-
Full-time Workers			
Men	7	2	1
Women	2	1	1
Unemployed			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
Totals	18	5	11

TOTAL RESPONDENTS - CLASS OF 1972 34

TABLE XV

YES RESPONDENTS - OTHER BENEFITS

ADULT CLASS OF 1972

OCCUPATION	BENEFITS	NUMBER
Housewives	No response	11
	I benefited in several ways, such as speaking in public, learning to type, and bookkeeping has helped me very much as I take care of my mother's business as well as my son's and my own.	1
	I learned a lot more than I would have known if I hadn't attended Adult High School. In typing and business work especially.	1

Table XV continued:

OCCUPATION	BENEFITS	NUMBER
	Just the satisfaction of graduating.	1
	It has done things for me personality-wise. I actually feel that someday I will be able to make something of myself now that my high school education is finished.	1
	I am able to help my children with modern math more than I could before.	1
	Know more about the U.S. and math so I can help other members of the family.	1
Part-time Workers		
Men	-	-
Women	I was able to enroll in the nurses aide training program from Clinton College.	1
	It seems good just to be able to say, Yes, I graduated from high school.	1
	I feel it helps me as a person.	1
Full-time Workers		
Men	No response	5
	I understand my job better since I went to night school.	1
	Having the knowledge of things I had not known before.	1
	Better understanding of government.	1
	I wouldn't have been able to enter the navy as I did.	1
	Peace of mind.	1
Women	No response.	2
	It helped me understand my job better.	1
	Makes me feel better.	1
Unemployed		
Men	-	-
Women	-	-
Disabled		
Men	-	-
Women	-	-

TOTAL RESPONDENTS CLASS OF 1972 34

Plans to Continue Education:

Six of the thirty-four respondents indicated that they planned to continue their education beyond the high school level. Four were not sure, and twenty-four did not plan to continue their education beyond the high school level.

Approximately 18% of these respondents then, hope to continue their education.

Table XVI reports the responses to this question of continuing education beyond the high school level.

Table XVII lists the type of training desired by the "yes" respondents in the preceding table.

TABLE XVI

RESPONDENTS' PLANS TO CONTINUE EDUCATION

ADULT CLASS OF 1972

OCCUPATION	NOT SURE	YES	NO	NO RESPONSE
Housewives	1	4	12	-
Part-time Workers				
Men	-	-	-	-
Women	-	-	3	-
Full-time Workers				
Men	2	2	6	-
Women	1	-	3	-
Unemployed				
Men	-	-	-	-
Women	-	-	-	-
Disabled				
Men	-	-	-	-
Women	-	-	-	-
Totals	4	6	24	-

TOTAL RESPONDENTS - CLASS OF 1972 - 34

TABLE XVII

TYPE OF ADDITIONAL TRAINING DESIRED

ADULT CLASS OF 1972

OCCUPATION	TYPE TRAINING DESIRED	NUMBER
Housewives	Beauty School	2
	Cosmotology, horticulture, or vocal music	1
	Home Decorating	1
	Practical Nursing	1
	Total Housewives	5
Part-time Workers		
Men	-	-
Women	-	-
Full-time Workers		
Men	Auto, industrial mechanics	1
	Computer engineer	1
	Not sure at this time	2
	Total Full-time Men	4
Women	Office Work	1
	Total Full-time Women	1
Unemployed		
Men	-	-
Women	-	-
Disabled		
Men	-	-
Women	=	-
	Total	10

Total "yes" responses previous table - 6

Total "not sure" responses previous table - 4

City or School To Be Attended:

Table XVIII reveals the city or school to be attended by those planning to continue their education beyond the high school level.

TABLE XVIII

CITY OR SCHOOL TO BE ATTENDED

ADULT CLASS OF 1972

OCCUPATION	CITY OR SCHOOL	NUMBER
Housewives	Paris Beauty Academy - Cedar Rapids	1
	Nearby Jr. College or I.S.U.	1
	Not sure	3
	Total Housewives	5
Part-time Workers		
Men	-	-
Women	-	-
Full-time Workers		
Men	Navy plus other not known yet	1
	Not sure	2
	No response	1
	Total Full-time Men	4
Women	Not sure	1
	Total Full-time Woman	1
Unemployed		
Men	-	-
Women	-	-
Disabled		
Men	-	-
Women	-	-
	Totals	10

Total "yes" and "not sure" responses in Table XVI - 10

More High School Classes:

Over 29% of the respondents indicated a desire to study additional high school subjects.

Combining this percentage with the percentage planning to study subjects beyond the high school level gives us a combined percentage of approximately 47%. This would mean that nearly half the respondents of this class intend to study some subjects of either high school or above level at some future time.

Table XIX distributes their responses by occupational classification, while Table XX lists the subjects desired.

TABLE XIX

RESPONDENTS DESIRING ADDITIONAL HIGH SCHOOL OR INTEREST SUBJECTS

ADULT CLASS OF 1972

OCCUPATION	YES	NO	NO RESPONSE
Housewives	4	8	5
Part-time Workers			
Men	-	-	-
Women	2	1	-
Full-time Workers			
Men	3	7	-
Women	1	1	2
Unemployed'			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
Totals	10	17	7

TOTAL RESPONDENTS - CLASS OF 1972 - 34

High School or Interest Subjects Desired:

TABLE XX

HIGH SCHOOL OR INTEREST SUBJECTS DESIRED

ADULT CLASS OF 1972

OCCUPATION	SUBJECTS DESIRED	NUMBER
Housewives	Animal Science, Algebra	1
	Business Course	1
	Math	1
	Typing and Bookkeeping	1
	Total Housewives	4

Table XX continued:

OCCUPATION	SUBJECTS DESIRED		NUMBER
Part-time Workers			
Men	-		-
Women	Art		1
	Not sure		1
		Total Part-time Women	2
Full-time Workers			
Men	Blueprint Reading		1
	Refresher courses in Algebra, Geometry, and Trigonometry		1
	Not sure		1
		Total Full-time Men	3
Women	Sewing		1
		Total Full-time Women	1
Unemployed			
Men	-		-
Women	-		-
Disabled			
Men	-		-
Women	-		-
		Total "yes" Respondents in Table XIX	10

Recommend Program to Others:

Table XXI records the responses to the question of whether or not they would recommend the adult program to others who have not graduated from high school.

Only one of the respondents failed to answer this question.

TABLE XXI

RECOMMEND ADULT HIGH SCHOOL PROGRAM

TO OTHER ADULT NON-GRADUATES

ADULT CLASS OF 1972

OCCUPATION	YES	NO	NO RESPONSE
Housewives	17	-	-
Part-time Workers			
Men	-	-	-
Women	3	-	-
Full-time Workers			
Men	9	-	1
Women	4	-	-
Unemployed			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
Totals	33	-	1

TOTAL RESPONDENTS - CLASS OF 1972 - 34

Reasons For Recommending Program To Others:

Only three respondents failed to supply a reason why they would recommend the adult program to others.

Table XXII lists the reasons given by present occupational classification. The reasons given are both interesting and informative.

TABLE XXII

REASONS RESPONDENTS WOULD RECOMMEND ADULT PROGRAM

ADULT CLASS OF 1972

OCCUPATION	REASONS	NUMBER
Housewives	No response	1
	For myself it was a chance to finish high school. I had always regretted not having done so.	1
	Because I think it's important to have a diploma. You will need it also to get a job.	1
	I recommend any adult going to adult high school as it's the only chance they have to finish or complete high school and still continue their daily jobs.	1
	I think everyone should have a high school education.	1
	Because it completes your high school education. You learn so much more. You feel proud when you get your diploma.	1
	Because the way things are nowadays I think it is a wise thing to do.	1
	Nowadays so many jobs require a high school education for the job itself, or just the training for it.	1
	You will be able to understand things better.	1
	It gives you the chance to earn your diploma and learn more things than you would in high school.	1
	If nothing more than to get that diploma. It's important to me anyway.	1
	To better themselves for a future job and to understand more about living.	1
	It is a wonderful opportunity. I considered myself very lucky to be able to graduate and still be able to take care of my home and daughter.	1

Table XXII continued:

OCCUPATION	REASONS	NUMBER
	In the future you may like to attend college or work where they require it.	1
	Because the idea of finishing gives you a great feeling and to graduate you are doing something you wanted to do but thought you would never make it.	1
	For their own benefit of continuing their education and in finding a good job.	1
	Although I haven't had the chance to use mine yet, I do believe that it makes a person feel better and raise your spirits. It therefore makes me feel that someday I will be able to make something of my life and if ever left to take care of my family I will be able to do so.	1
Part-time Workers		
Men		
Women	Because I found out it's very worthwhile to keep on learning and I also broadens your mind.	1
	It would mean that they can do more with their lives.	1
	I feel everyone should have their high school education and it doesn't hurt anyone to brush up on classes.	1
Full-time Workers		
Men	No response	2
	To fulfill a goal in life and to learn more.	1
	To benefit themselves and others around them.	1
	To help himself and his family in making a better life.	1
	Job improvement.	1
	It will help a person sooner or later.	1
	They don't know when they will need the high school education. May get hurt or laid off and have to change jobs.	1

Table XXII continued:

OCCUPATION	REASONS	NUMBER
	Gives a better understanding of what's going on in everyday life.	1
	Almost every job requires a high school education.	1
Women	When I applied they asked if I had a high school education. Everyplace you apply asks this.	1
	I really enjoyed going and I'm sure others would to.	1
	Better job opportunities. Self-satisfaction.	1
	To better themselves.	1
Unemployed		
Men		
Women		
Disabled		
Men		
Women		
	TOTAL RESPONDENTS - CLASS OF '72	34

Work Required for Graduation:

In response to the question asking about the amount of work required for graduation, thirty of the respondents stated it was "about right", while four reported it as being "too little."

Over 88% of the respondents felt the amount of work required for graduation was about the right amount. The remaining 12% felt it was too little. No one felt the work required was "too much."

Table XXIII presents the responses to the question.

TABLE XXIII

AMOUNT OF WORK REQUIRED FOR GRADUATION

RESPONDENTS - ADULT CLASS OF 1972

OCCUPATION	TOO MUCH	ABOUT RIGHT	TOO LITTLE
Housewives	-	16	1
Part-time Workers			
Men	-	-	-
Women	-	2	1
Full-time Workers			
Men	-	9	1
Women	-	3	1
Unemployed			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
Totals	-	30	4

TOTAL RESPONDENTS - CLASS OF 1972 - 34

Quality of Instruction:

The quality of instruction as measured by the respondents ranged from good to excellent. Twelve rated it excellent, fifteen rated it very good, and seven rated it good. None of the respondents rated it fair or poor.

Table XXIV records their responses to this item.

TABLE XXIV

QUALITY OF INSTRUCTION RECEIVED

RESPONDENTS - ADULT CLASS OF 1972

OCCUPATION	EXCELLENT	VERY GOOD	GOOD	FAIR	POOR
Housewives	7	7	3	-	-
Part-time Workers					
Men	-	-	-	-	-
Women	2	1	-	-	-
Full-time Workers					
Men	3	3	4	-	-
Women	-	4	-	-	-
Unemployed					
Men	-	-	-	-	-
Women	-	-	-	-	-
Disabled					
Men	-	-	-	-	-
Women	-	-	-	-	-
Totals	12	15	7	-	-

TOTAL RESPONDENTS - CLASS OF 1972 - 34

Ways to Improve Program:

Eighteen of the respondents did not answer this question. The remaining sixteen answered the question but the remarks were generally of a complimentary nature rather than useful constructive criticism. Only three or four of the comments might be called constructive criticism.

Table XXV reports the comments in detail.

TABLE XXV

WAYS TO IMPROVE THE ADULT PROGRAM

ADULT CLASS OF 1972

OCCUPATION	WAYS TO IMPROVE	NUMBER
Housewives	No Response	8
	I think that the adult education in Jackson County is very good. I just wish more people would take more advantage of this opportunity.	1
	Can't think of a thing. I advise anyone to enroll. The teachers I had were great - they made classes very interesting. I hated to miss any of them.	1
	Just leave it the way it is.	1
	I found the larger the class the more interesting the class was.	1
	More often.	1
	Have more creative subjects so that it may provide a career.	1
	I think in Bookkeeping we could have used more intructing and less visiting among the students. Also the teacher could spend more time in the classroom.	1
	I don't believe it could be improved. It is just great the way it is.	1
	I think the best there is is what they have.	1
Part-time Workers		
Men		
Women	No response	2
	As far as I was concerned, we had very good lectures. I was very well satisfied.	1
Full-time Workers		
Men	No response	5
	Making the class last their total time limit.	1

OCCUPATION	WAYS TO IMPROVE	NUMBER
Full-time Workers		
Men	Higher attendance.	1
	Offering more subjects. Especially those subjects in technical skills.	1
	Just leave everything like it is.	1
	None.	1
Women	No response	3
	It's already a very good program.	1
Unemployed		
Men		
Women		
Disabled		
Men		
Women		
	TOTAL RESPONDENTS - CLASS OF 1972	34

Most and Least Valuable Required Subjects:

Tables XXVI and XXVII illustrate the responses to these two questions.

Choices seem to depend upon individual likes, dislikes and individual usefulness more than anything else. Housewives liking math, for example, seem to like it because they can help their children with modern math problems at home. Men, on the other hand, appear to like math because it is useful in their job.

No doubt the popularity and/or ability of the teacher may enter into some choices, but predominately individual likes, dislikes, and usefulness seem to be the controlling factors.

TABLE XXVI

MOST VALUABLE REQUIRED SUBJECT

RESPONDENTS - ADULT CLASS OF 1972

OCCUPATION	SUBJECT	NUMBER
Housewives	Math	6
	Government	3
	Government and Science	1
	Science	1
	No Response	6
	Total Housewives	17
Part-time Workers		
Men		
Women	English 10 & 11	1
	No Response	2
	Total Part-time Women	3
Full-time Workers		
Men	Math	6
	No Response	4
	Total Full-time Men	10
Women	Math	1
	Science	1
	No Response	2
	Total Full-time Women	4
Unemployed		
Men	-	-
Women	-	-
Disabled		
Men	-	-
Women	-	-

TOTAL RESPONDENTS - CLASS OF 72-34

TABLE XXVII

LEAST VALUABLE REQUIRED SUBJECT

RESPONDENTS - ADULT CLASS OF 1972

OCCUPATION	SUBJECTS	NUMBER
Housewives	American History	2
	Government	2
	No Response	13
	Total Housewives	17
Part-time Workers		
Men	-	-
Women	No Response	3
	Total Part-time Women	3
Full-time Workers		
Men	American History	2
	English	1
	Science	2
	No Response	5
	Total Full-time Men	10
Women	English	1
	No Response	3
	Total Full-time Women	4
Unemployed		
Men	-	-
Women	-	-
Disabled		
Men	-	-
Women	-	-

TOTAL RESPONDENTS - CLASS OF 72-34

TABLE XXVIII

ALL REQUIRED SUBJECTS WERE HELPFUL

RESPONDENTS - ADULT CLASS OF 1972

OCCUPATION	YES	NO	NO RESPONSE
Housewives	9	-	8
Part-time Workers			
Men	-	-	-
Women	2	-	1
Full-time Workers			
Men	4	-	6
Women	1	-	3
Unemployed			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
Totals	16	-	18

Most and Least Valuable Elective Subjects:

Tables XXIX through XXXI record the responses to most valuable elective, least valuable elective, or all electives were valuable questions.

The same statements made about required subject choices being a matter of personal usefulness, likes or dislikes may be said about elective subjects.

TABLE XXIX

MOST VALUABLE ELECTIVE SUBJECT

RESPONDENTS - ADULT CLASS OF 1972

OCCUPATION	SUBJECT	NUMBER
Housewives	Sewing	2
	Typing	3
	Woodworking	1
	No Response	11
	Total Housewives	17
Part-time Workers		
Men	- -	-
Women	Psychology	1
	No Response	2
	Total Part-time Women	3
Full-time Workers		
Men	Bookkeeping	2
	Welding	1
	No Response	7
	Total Full-time Men	10
Women	Bookkeeping	1
	Typing	1
	No Response	2
	Total Full-time Women	4
Unemployed		
Men	-	-
Women	-	-
Disabled		
Men	-	-
Women	-	-

TOTAL RESPONDENTS - CLASS OF 1972 - 34

TABLE XXX

LEAST VALUABLE ELECTIVE SUBJECT

RESPONDENTS - ADULT CLASS OF 1972

OCCUPATION	SUBJECT	NUMBER
Housewives	Sewing	1
	Shorthand	1
	No Response	15
	Total Housewives	17
Part-time Workers		
Men	-	-
Women	No Response	3
	Total Part-time Women	3
Full-time Workers		
Men	Bookkeeping	2
	No Response	8
	Total Full-time Men	10
Women	No Response	4
	Total Full-time Women	4
Unemployed		
Men	-	-
Women	-	-
Disabled		
Men	-	-
Women	-	-

TOTAL RESPONDENTS - CLASS OF 1972-34

TABLE XXXI

ALL ELECTIVE SUBJECTS WERE VALUABLE

RESPONDENTS - ADULT CLASS OF 1972

OCCUPATION	YES	NO	NO RESPONSE
Housewives	8	-	9
Part-time Workers			
Men	-	-	-
Women	2	-	1
Full-time Workers			
Men	4	-	6
Women	2	-	2
Unemployed			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
Totals	16	=	18

TOTAL RESPONDENTS - CLASS OF 1972 - 34

Tuition or Non-Tuition:

Only four of the respondents of this class had been classified as a non-tuition student. However, three of the four non-respondents would have qualified as non-tuition students at enrollment, so approximately 20% of this class had non-tuition status.

Table XXXII distributes this information by occupational classification for the thirty-four respondents.

TABLE XXXII

TUITION OR NON-TUITION STUDENTS

RESPONDENTS - ADULT CLASS OF 1972

OCCUPATION	TUITION	NON-TUITION	NO RESPONSE
Housewives	15	2	-
Part-time Workers			
Men	-	-	-
Women	2	1	-
Full-time Workers			
Men	8	1	1
Women	4	-	-
Unemployed			
Men	-	-	-
Women	-	-	-
Disabled			
Men	-	-	-
Women	-	-	-
Totals	29	4	1

TOTAL RESPONDENTS - CLASS OF 1972 - 34

Additional Comments:

The members of the Class of 1972 were also given the opportunity to make any additional comments they might wish to make in the last open ended question on the questionnaire.

While twenty did not respond to this question, fourteen did. Their comments are most interesting and informative.

Table XXXIII presents the additional comments made by the respondents of the Class of 1972.

TABLE XXXIII

ADDITIONAL COMMENTS

RESPONDENTS - ADULT CLASS OF 1972

OCCUPATION	COMMENT	NUMBER
Housewives	No Response	11
	I took a sewing course and find myself busy sewing at least 4 days a week. I have been asked to take a job sewing for a nursing home. I also make coats, men's pants as well as dresses since taking the course. In my spare time, I'm also nursemaid for my son in the hoghouse caring for baby pigs. I also drive a tractor during field work and have a very large garden.	1
	Thank you for the opportunity to get a high school education and diploma.	1
	Night school helped me more than high school ever did because it wasn't as rushed and I could learn more on my own, and doing things myself with our people around when you needed help.	1
	I applied for two jobs and on both I was hired, but my husband refused to let me work. However, if I should need to work I feel more secure about it.	1
	I want to thank everyone who helped me make it through to graduation, and everyone who put their time in to help the program and get it to work. I thank each and everyone of you.	1
	I sincerely hope that you, and all the instructors of adult education, keep up the wonderful work. Thank you.	1
	Total Housewives	17
Part-time Workers		
Men		
Women	I enjoyed every bit of school. I think as you're older you put more into studying. I wish I lived in Maquoketa. I'd enroll in more subjects because I don't think a person is too old to learn and its good clean entertainment. I also took a cake decorating course which I enjoyed very much.	1

Table XXXIII continued:

OCCUPATION	COMMENTS	NUMBER
Part-time Workers		
Women	I'm glad there are places where we can have a second chance for education, and understanding people who want us to have it. Thank you.	1
	I feel everything I took was helpful. Could have learned more in government if given time. Also heard that after you graduate the tuition for classes was $20. I feel you would have more if this was lower.	1
	Total Part-time Women	3
Full-time Workers		
Men	No Response	7
	I hope that the County Adult Evening High School may continue in its future years and that more people take advantage of the situation.	1
	Thank you!	1
	Some of the teachers are stupid. They are not fit to receive taxpayer's money. They think they are God's gift to Jackson County.	1
	Total Full-time Men	10
Women	No Response	2
	I took a typing course which I didn't get much out of. I felt it was taught to us like high school children that were in class everyday. As I was working, I didn't have the time to practice.	1
	I am very proud I attended school and was able to graduate.	1
	Total Full-time Women	4
Unemployed		
Men		
Women		
Disabled		
Men		
Women		
	TOTAL RESPONDENTS - CLASS OF 1972 -	34

CHAPTER III

SUMMARY-CONCLUSIONS-RECOMMENDATIONS

Summary:

As was mentioned in the preface, four hundred eighteen adults have completed their high school education by way of this adult evening school program in the seven years this program has been in operation.

During this same seven-year period, fifty to sixty dropouts occur annually in this county alone, and most of these dropouts have not participated in this adult program.

As beneficial as this adult program may be to its graduates, it is at best a remedial program. This program while necessary for those who have already dropped out of school, is at best only a partial answer.

What is needed by the schools is a preventive program - one which will prevent most dropouts from occuring. It is this type of program that we would encourage schools to devote their time, talent, and some funding.

Until the dropout problem is resolved, however, we heartily endorse adult programs of this type. The evidence gathered to date justifies the establishment and expansion of programs of this type.

This is the sixth one-year follow-up study of graduates of this program to have been completed. The results of this and earlier studies have been remarkably consistent in their results and findings. These results continue to justify the investment in this adult program, and should encourage other non-graduates to complete their high school education by way of this or similar programs.

Conclusions:

Upon the basis of this one-year follow-up study of the Class of 1972, the following conclusions are drawn, pertaining to this graduating class.

1. Present ages of the members of this class range from 18 to 51 with an average age of 29 years. They have many productive years ahead of them in which to benefit educationally, socially, financially, and in which to repay the cost of their education many times over.

2. Age, sex, marital status, and family responsibilities need not keep adults from completing their high school education. These factors did not keep members of this class from doing so.

3. The vast majority of the members of this class remain in this general geographic area, at least for one year after graduation. Some mobility is noted but is very limited in number.

4. Nearly 50% of those in the labor market experience a job change or promotion between enrollment and one year after graduation.

5. Sixty-two and one-half percent (62½%) of those experiencing a job change or promotion report that it was directly or indirectly related to the adult program.

6. The same 62½% reporting job changes or promotions also reported increased incomes.

7. More than half of the respondents report benefits other than financial ones. Such benefits as confidence, ability to speak in public, personal satisfaction, ability to help their children, increased knowledge, ability for additional education, understanding their job better, peace of mind, are among the benefits mentioned.

8. Approximately 18% of these respondents indicate a desire for additional training beyond high school level, and over 29% indicate a desire to take additional high school or interest subjects. This desire is remarkable when one considers that these were all dropouts at the time of enrollment in this adult program.

9. Nearly all (one individual did not answer this question) of the respondents would recommend this adult program to other non-graduates. Their reasons for recommending the program to others are most interesting and range from self-satisfaction to future plans.

10. All but four of the respondents felt the amount of work required for graduation was about the right amount. Four thought it was too little, but no one thought it to be too much.

11. All of the respondents rated the quality of instruction as good or better. Twelve said excellent, fifteen reported very good, and seven indicated good.

12. Few constructive criticisms were made for ways to improve the program. Most responses to this open ended question were generally complimentary.

13. Most and least liked required or elective subjects appear to be matters of personal likes or dislikes or usefulness of the subject to the individual. No revealing pattern of responses could be found other than the above.

14. Nearly half of these respondents indicated that all required and elective subjects were helpful, although many listed their preference.

15. About 20% of the membership of this class attended tuition-free.

16. Approximately 41+% of the respondents of this class made additional comments at the end of the questionnaire all favorable save one.

17. While a high school diploma is no guarantee of a job or success (it never has been), a high school education and diploma does make a significant difference for the better in the lives of our graduates.

Recommendations:

As a result of this and earlier one and four-year follow-up studies, the following recommendations are made:

1. That efforts continue to be made to attract adult non-graduates to this and similar programs. Such efforts might well include employer sponsorship, provision for babysitting services, mileage allowances, payment to attend classes, etc. Funds, however, will need to be found to provide many of these subsidies.

2. That this adult program be continued as long as enrollments justify, until such time as it might be absorbed by local or area schools.

3. That similar programs be established in other localities, and that they be adequately financed from local, state, and national sources.

4. That graduates be allowed to participate in this program as long as this interest remains.

5. That efforts be made by local schools to resolve the dropout problem through development of preventative programs. This may well entail the revision of school policies, curriculum, administrative policies, granting of credit, scheduling, etc., as well as experimental approaches to the problem.

6. That area schools and colleges bring additional educational opportunities to adults by providing evening classes in the local communities. These classes should include college credit courses, interest subjects, and perhaps most importantly vocational-technical training for secondary and post-secondary students. Minimal enrollments should be required and subjects offered at minimal expense to the students.

7. That state wide dropout studies be conducted. It is not enough to count the numbers. If preventative measures are to be taken, the real causes of dropouts need to be known. Once the causes are known, recommendations need to be made and implemented.

8. That local school districts conduct follow-up studies of their students - both dropouts and graduates - in an effort to help evaluate their programs as well as to assist in resolving the dropout problem.

9. That follow-up studies continue to be made of this program as long as it is possible to do so.

10. That the results of these studies be publicized to attract more non-graduates to this and similar programs.

EXHIBIT A. - FIRST LETTER

Jackson County Adult Evening High School Completion Program
Courthouse
Maquoketa, Iowa 52060 Phone: 652-3213

Dear Graduate of 1972:

It has been a little less than a year since you received your high school diploma, earned in the Adult Evening School Program. Even though you have graduated, we are still interested in you and what you are doing.

You can be of great assistance to us if you will complete the enclosed questionnaire and return it to us in the enclosed self-addressed, stamped envelope.

This will help us to evaluate our adult program through the experiences and eyes of our graduates. This is truly the "acid" test or evaluation of our program.

As you are probably aware, the class of 1969 completed and returned a similar questionnaire. A 100% return was achieved.

You may be assured that the information obtained through this study will be used for program evaluation purposes, and that no names will be used in reporting the results of this study.

We do ask that you answer the questions completely and honestly, so that the study will be as valid as possible. Your participation in this study may well determine not only the continuation of this program, but the establishment of similar programs throughout the country.

Please complete and return the questionnaire now! A delay may mean more and unnecessary expense to our program.

If you would like a copy of the results of this study, please check the box at the top of the questionnaire and a copy will be sent to you as soon as the study is complete.

I thank you in advance for your prompt return of this completed questionnaire and I hope this letter finds you in the best of health and circumstance.

Sincerely yours,

JRG:jam
Enclosures:
1-self-addressed stamped envelope
1-questionnaire

James R. Gran, Administrator

P.S. We would also like to do a four year follow-up study of our graduates, so if you should have a change of address at some future date, we would appreciate your notifying us of any change in name or address.

EXHIBIT B. - SECOND LETTER

JACKSON COUNTY ADULT EVENING HIGH SCHOOL COMPLETION PROGRAM
Courthouse
Maquoketa, Iowa 52060 Phone: 652-3213

Dear Graduate of 1972:

We have not received, as yet, the questionnaire which was mailed to you about two weeks ago, and we miss and need your response.

We know that you want this study to be as meaningful and accurate as possible. You can help us reach this goal by sending us your completed questionnaire as soon as possible.

In case you have inadvertently misplaced or lost the first questionnaire, we are enclosing another one along with a self-addressed stamped return envelope.

Your participation in this study is most important since many of the decisions affecting this program as well as others will be based upon the results of this study.

So won't you please take a few minutes of your time to complete and return this questionnaire? Thank you for helping us make this study complet.

Sincerely,

James R. Gran
Administrator

JRG:jam

Enclosures:
1-self-addressed stamped envelope
1-questionnaire

EXHIBIT C. - THIRD LETTER

JACKSON COUNTY ADULT EVENING HIGH SCHOOL COMPLETION PROGRAM
Courthouse
Maquoketa, Iowa 52060 Phone: 652-3213

Dear Graduate of 1972:

Of the 37 adults who graduated with the Class of 1972, only a few have not returned their completed questionnaires.

Won't you please make the study 100% successful by completing the questionnaire now and returning it today?

Another form and return envelope are enclosed for your convenience.

Thank you for participating in this study and insuring our 100% return.

Sincerely,

James R. Gran
Administrator

JRG:jm

Enclosures:
1-self-addressed stamped envelope
1-questionnaire

EXHIBIT D. - QUESTIONNAIRE

____Yes I want a copy of the results of this follow-up study.

Follow-up Questionnaire
Graduates-Class of 1972
Jackson County Adult Evening High School

General Information:

NAME: _____
Last First Middle

PRESENT
ADDRESS: _____
RFD BOX STREET

_____
CITY STATE ZIP CODE

Present Age: _____ Sex: _____
in years M or F

Head of Household: Yes ____ No _____

Marital Status: Single___ Married_____
Divorced___ Widowed___ Separated___

If married at any time, the number of children in your family: 18 yrs or below___
19 yrs or above_____

Check one classification below which best describes your present status:

Housewife (not working for wages)_____
Part-time worker (regularly work part-time _____
Full-time worker (regularly work full-time _____
Unemployee worker (temporarily out of work _____
Disabled (cannot work) _____
Other classification not listed above (Please be specific): _____

Example: if you are employed part or full-time and are also a housewife, check part or full-time worker. Housewife, as used here, indicates you do not work for wages at all.

QUESTIONS:

1a. Were you employed at the time you enroiled in the Adult Evening School? Yes___ No_____

1b. If yes, was this part or full-time work? Part-time_____ Full-time_____

1c. If yes, by whom were you employed? _____

1d. If yes, give type of work or job description of the work. _____

2a. Are you employed at the present time? Yes ___ No _____

2b. If yes, is this part or full-time work? Part-time _____ Full-time _____

2c. If yes, by whom are you presently employed? _____

2d. If yes, give type of work or job description of the work. _____

3a. Have you had a change in jobs or a promotion on the job since enrolling or graduating from the Adult Evening High School Program? Yes ____ No ____

3b. If yes, has this change or promotion been a direct or an indirect result of your attending and graduating from the Adult Evening School Program?
Direct Result____
Indirect Result____
Not related to schooling____

3c. If yes, did your income also increase as a direct or indirect result of your completing the Adult Program? Yes ____ No ____

4a. Have you benefitted in any other ways, (other than job promotion or change of jobs), by attending and graduating from the Adult High School Program? Yes ____ No ____

4b. If yes, in what other ways have you benefitted? _____

5a. Do you plan to continue your education beyond high school? Yes ____ No ____

5b. If yes, what type of training or education do you plan to continue with? _____

5c. Where (what school) do you plan to attend to obtain this training? _____

6a. Graduates are now permitted to enroll in the Adult Program, but were not allowed to do so at the time you graduated. Would you be interested in taking additional high school subjects? Yes ____ No ____

6b. If yes which subjects would you be most interested in studying? _____

7a. Would you recommend that any adult who did not complete his/her high school education do so by attending the Adult High School Program? Yes ____ No ____

7b. If yes, why? _____

7c. If no, why not? _____

8. In your opinion the amount of work required for graduation was:

Too much _____
About right _____
Too little _____

9. In your opinion, the quality of instruction you received in the Adult High School Program was:

Excellent _____
Very good _____
Good _____
Fair _____
Poor _____

10. List any ways in which you think the Adult High School Program could be improved for adult students. _____

11. In completing the following statements in 11 and 12, please confine your choices to subjects that you studied in the Adult High School Program. Required subjects were: English 10 & 11, Math, Science, American History, and Government. Electives would be any other subjects. If you do not feel any one subject was most or least helpful - check box in 11c and 12c.

11a. List the one required subject you studied in this program that has been the most valuable (helpful) to you. _____

11b. List the one required subject you studied in the program that has been the least valuable (helpful) to you. _____

11c. I do not feel any one required subject was most or least helpful. _____
(In other words, all subjects I took were helpful to me.)

12a. List the one elective subject you studied in this program that has been the most valuable (helpful) to you. _____

12b. List the one elective subject you studied in this program that has been the least valuable (helpful) to you. _____

12c. I do not feel any one elective subject was most or least helpful. _____
In other words all subjects I took were helpful.)

13. At the time you were enrolled were you a tuition or a non-tuition student?

Tuition ____
Non-Tuition ____

14. If you have any other comments that you would care to make that may not have been covered by the questionnaire, you may make them here. _____

ERIC Clearinghouse
JUN 19 1973
on Adult Education